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AUTHOR Benson, Douglas K.
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ABSTRACT

The bibliography consists of three parts: (1) an introduction, with a rationale for teaching Hispanic culture in Spanish language courses; (2) a description of one model for organization and implementation of cultural materials; and (3) the bibliography itself. Suggestions are also made on how to use film material in a conscious sequence, and how to relate films to reference materials. The materials described are intended for use at the freshman/sophomore level of college language study, but most are appropriate for high school and junior high language courses as well. A distinction is made between references useful only for the teacher or for advanced students, references which would be valuable for general classroom activities as well as for the instructor, and essential references. The references on Hispanic cultures focus on values, perceptions, nonverbal meanings and customs. (Author/AMH)

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A SELECT BIBLIOGRAPHY OF SOURCES ON THE TEACHING OF HISPANIC CULTURE

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Douglas K. Benson
Dept. of Modern Languages
Hastings College
Hastings, NE 68901

A Select Bibliography Of Sources On The Teaching Of Hispanic Culture

The following list of books, admittedly incomplete and arbitrary, contains those works which I have found to be of most value to me and to my students in the rigorous culture study that is part of any Spanish course taught at Hastings College. Most of the materials can be used also at the high-school level, and many at the junior-high level. My attitude toward teaching culture is shaped by these ideas.

1. The teaching of Hispanic culture should not be postponed until second or third-year study of a language. At most universities only 10% of the students enrolled in a beginning course go on. Teaching culture in a beginning course not only will affect a majority of language students (rather than the minority who have gone on to take upper-division work, and who by their interests already demonstrate a certain cross-cultural awareness) but may actually encourage more students to continue. In upper-level courses the cultural material may become more refined, based

on what students already know, and this background facilitates the teaching of literature.

2. By culture I do not mean only history, or geography, or guided-tour slides, or the bullfight (although all of these may certainly be included), but the day-to-day methods by which a culture gets things done: cashing a check, buying meat, the meanings of gestures, etc. Many of these books not only give the instructor such information but suggest ways to teach it.

3. I regularly begin culture study at the elementary level in English, then gradually switch to Spanish. This eventually makes language use more relevant and more interesting, but does not force postponement of student's wishes to know more about the people who speak Spanish. By second-year, even if films or other materials are in English, they are discussed completely in Spanish.

4. Culture skills are at least as important as language skills. I would dare to say that a student who knows a lot about a culture and some of the language will do much better in a foreign country than a student who knows only the language -- even if he knows it well. Too much "culture

shock" comes from unspoken, unconscious assumptions which create situations where a dictionary is no help at all. Also, culture skills are often remembered much longer than language skills -- thus they are of more practical benefit to a "language-requirement" student who makes only infrequent contacts here and abroad. For persons going into international trade or diplomacy, cultural knowledge is probably more important than linguistic skills.

5. To quote from a display in the Mexican Museum of Anthropology: "All men resolve the same needs with different resources and by different means. All cultures are equally valuable." It is as much a mistake to present the U.S. as the saviour of all mankind (and other cultures as inferior because they do not have McDonald's hamburgers) as it is to present the U.S. as the origin of all the world's problems.

6. Teaching culture still does not imply merely lecturing to a class. A student will never learn to think, reason, compare and relate cultural traits to each other in this way. I regularly use films, filmstrips, culture assimilators and other devices to force the

student to watch, compare and then come up with reasonable explanations of what he is seeing or hearing based on the culture's climate, cultural origins, economic situation, etc. Students can be taught to look beyond what a film narrator is saying to what the film is showing.

In this regard there are two basic types of printed cultural materials.

a) culture capsules - pretty much presented to the student; narrative.

b) culture assimilators, acculturators, mini-dramas -- these are designed to present a situation to the student and have the student by himself, with your direction, make educated guesses about the problem involved based on what he learned previously. As he goes through a number of these, he will get better and better. This training will prepare him to deal with any "culture shock" he may encounter in the future because he knows what kinds of things to look for.

I would recommend a combination of these, with more capsule-type work in the first few weeks (basic information) and then changing to almost completely situational training toward the end of the term or year.

7. Teachers are paid to change behavior, not impart only facts to be memorized. "Cheap" facts can be reached by any plodding student; the ability to relate those facts is given by nature to only a few. It can be induced fairly remarkably, however, by training of the kind described above. Is this not, by the way, how we teach language? Of how much value is simply memorizing verb conjugations and vocabulary when the student does not learn the structures -- how to put them together? Anyone can use a dictionary.

The General Context

Classroom Organization of Cultural Material

The core of language-class culture study at Hastings College is a closely integrated series of films and filmstrips designed to take the student from a point of near ignorance to one of effectiveness and empathy in dealing with unfamiliar situations. At the beginning of the elementary Spanish course, for example, students are shown a few standard films (such as Spain and Portugal: On the Threshold of Success or Spain, Three of its Faces). These films are old and blatantly in the "see the quaint natives" style of travel films. But they are invaluable in one sense -- the narrator omits commentary on so much of what is being shown that

they can be used as training devices. I tell my students at the beginning to watch everything that is happening, particularly those things the narrator does not describe but which are "different" from life in the Midwest. Immediately following the showing of the film I ask for commentary. My students tell me what they saw and heard, and we discuss it. Total discussion time is never more than ten minutes, so it must be carefully managed.

The first thing students usually notice is "poverty and primitive methods." By drawing out a few comments on geographical problems, lack of available water and bank credit to farmers, I elicit tentative conclusions on how things developed in central Spain in this way. The teacher must take care, in any discussion like this, not to talk disparagingly of the culture being studied. He must also take care not to "put down" his own culture as he finds things that might compare favorably to life as we know it (family solidarity, for example).

The day following the showing of the film, I take another ten minutes to follow up. I ask the students what things (other than poverty and primitive methods) are different from life in Nebraska. They begin to mention things like architectural styles (and how they differ based on climate, geography, etc.), clothing, the custom of universal handshaking -- even with children. Now they are on the way

to true understanding; they have put aside temporarily the "blinders" that filtered out everything except relative economic comfort.

As the semester develops, the films, filmstrips, music and other materials I present become increasingly demanding and varied (New Life for a Spanish Farmer, Antonio Gaudí, Hemingway's Spain: The Sun Also Rises). With each film, behavior is a little harder to explain in "Western" technological/materialistic terms. Yet my students have never failed, in eight years, to eventually relate what they have seen in earlier films to what they are seeing now, and to gradually develop a working knowledge of the cultural context of Spanish-speaking nations. This allows them, with increasing speed and accuracy, to analyze (sometimes even to predict) behavior on the basis of Hispanic cultural logic -- whether they are watching a film, reading a book or walking down the streets of Seville.

We then move into other areas of the Spanish-speaking world -- Mexico, Central America and the Antilles, South America, Mexican Americans. Each time we see a new film, hear a new piece of music or encounter a new cultural tidbit in the language text, I demand that students relate it to the larger perspective we are drawing ("From what you have seen in this film on Mexico,

what would you say are the major differences between life in Mexico and life in Spain? What has caused many of these differences?") Many students are astonished to learn that "Spanish" and "Mexican" are not synonymous.

In these discussions I start out with very general questions: "What did you see in the film?" -- and then narrow down to asking pointed questions if important parts are omitted ("In the film, Mexico in the '70's: A City Family, how is primary responsibility to the family demonstrated by both father and the son?"). Ten minutes will not, of course, be enough to cover all the important points of any good film, and it is not crucial that you do this. It is sufficient to add 5-10 new pieces of information per film to the student's growing warehouse of information. What is crucial is that you never allow him to memorize a "naked" fact and leave it at that. Facts are useless in dealing with behavior unless they are related in a meaningful way to other information.

Use of Bibliographical Materials in Classroom Activities

About the fourth week of the semester (in a two-semester elementary language course) I assign each student a 5-10 minute oral report to the class on some aspect of Hispanic culture. Generally I have them choose their favorite

topic from the list provided below. Twice a week, for the rest of the course, students deliver these reports after researching topics from a prepared bibliographical list (a sample list is given below). I ask them to consider three things in preparing their reports:

1) What are the cultural differences in behavior and attitude from those we generally use?
2) What are some logical reasons for those differences?
3) How do these differences relate to other aspects of this culture that we have seen in films or read about?

Thus a report on traffic patterns (based on Raymond Gorden's Initial Immersion in the Foreign Culture) would be downgraded if it stopped at a description of the chaotic nature of Latin American traffic. It would be given a better grade if it described patterns from the Latin American perspective (margin of safety, perception of pedestrian roles, etc.) and compared them to our more "automatic" driving habits and responses to lane lines, traffic lights, etc. The best grade would go to the report that also related individualistic and personalistic attitudes of the Spanish speaker in traffic to similar attitudes in preferences for sports, politics, etc.

I generally have students give reports in the order indicated in the list below. There is a logical progression

which has worked well for me, but it is by no means rigid. As new films and printed materials appear, I have regularly added to (or subtracted from) the list based on what students experience in other ways (films, text dialogue, etc.). Also, I rarely tell students specifically in which book they will find the topic they are researching. I want them to look through several books to see what kinds of materials are available if they ever need them again.

Current List of Culture Topics

1. Structure of Hispanic homes; security systems
2. Use of space in Hispanic homes -- "piso bajo" (main floor)
3. Use of space in Hispanic homes -- "primer piso" (second floor)
4. Use of bathrooms and water in Hispanic homes
5. Concept of the family; how friends are made
6. Dealing with the maid in an Hispanic home
7. Life of young people in Hispanic countries (except for dating)
8. Dating in the Hispanic world
9. "Paying your way" and the respectable use of money in the Hispanic world

10. Courtesy: gestures and expressions of greeting and farewell
11. Courtesy: introductions
12. Courtesy: when to give gifts
13. Public transportation; useful information in an Hispanic country
14. Perceptions of traffic and driver/pedestrian roles
15. Some things to know about smalltown rural Hispanic life
16. Regionalism; urban/rural contrasts
17. Meals: when, how, where, with whom
18. Entertainments: when, how, where, with whom
19. Foods: regional differences of Spain
20. Foods: regional differences of Mexico
21. Foods: the Caribbean: Cuba, Puerto Rico, Colombia, Venezuela
22. Foods: the Andean countries: Perú, Bolivia, Ecuador, Chile, Paraguay
23. Foods: the "European" countries: Argentina, Uruguay
24. Concept of time, work and leisure
25. Concept of honor, dignity and individualism
26. Education: Spain
27. Education: Mexico and the Americas
28. Politics: paternalistic organization; reason for dictators/revolutions, etc.

29. Function of beauty and art in Hispanic life
30. Consequences of geography in American Hispanic world

If another topic interests you, speak with me first!

Your report should discuss these aspects:

1. What differences are there from the U.S. (i.e. Midwest?)
2. What are some logical reasons for these differences?
3. How can you relate these differences to similar situations we have read about, or seen in films, or heard in other reports?

Your report will be graded on: completeness, conciseness, organization, clarity. It is worth 40 points toward your culture grade.

Current Bibliography of Cultural Materials for Student Reports

Bourque, Jane, et al. THE SPANISH TEENAGER. Detroit: Advancement Press of America, 1972.

Brand, Donald D., et al. THE SOCIAL SCIENTISTS LOOK AT LATIN AMERICA: SIX POSITION PAPERS. ERIC ED 012 365

Delpar, Helen., ed. ENCYCLOPEDIA OF LATIN AMERICA. New York: McGraw-Hill, 1974

Gill, Clark C., and Wm. B. Conroy. KEY IDEAS ABOUT LATIN AMERICA. ERIC ED 013 342

Gorden, Raymond. INITIAL IMMERSION IN THE FOREIGN CULTURE. ERIC ED 023 339.

_____. LIVING IN LATIN AMERICA: A CASE STUDY IN CROSS-CULTURAL COMMUNICATION. Skokie, Illinois: National Textbook Co., 1974.

Hilton, Lynn M., ed. SPAIN: ITS PEOPLE AND CULTURE. Focus on Europe Series. Skokie, Illinois: National Textbook Co., 1977.

Ladu, Tora T., et al. TEACHING FOR CROSS CULTURAL UNDERSTANDING. ERIC ED 035 335.

Scott, Joseph Reid. UNDERSTANDING SPANISH SPEAKING CULTURES. LEVEL ONE. Hayward, California: Alameda County School Department, 1961.

Symonds, John, et al. HONDURAS CULTURE ASSIMILATOR. Urbana: University of Illinois Department of Psychology, 1967.

NEW - USA - MEXICO CULTURE CAPSULES. J. Dale Miller and Russell H. Bishop, eds. Culture Contrasts Company (Salt Lake City), n.d.

USA - SOUTH AMERICA CULTURE CAPSULES. Miller and Bishop, eds. Culture Contrasts Co., n.d.

Veliz, Claudio., ed. LATIN AMERICA AND THE CARIBBEAN: A HANDBOOK. New York, Praeger, 1968

From Dr. Benson:

Gorden, LIVING IN LATIN AMERICA

Ladu, WHAT MAKES THE SPANISH SPANISH (AND THEIR NEW WORLD DESCENDENTS DIFFERENT). Detroit: Advancement Press, 1974. (essentially the same information as TEACHING FOR CROSS CULTURAL UNDERSTANDING)

USA - MEXICO CULTURE CAPSULES.

THE BULLFIGHT.

Two final words:

A. I would request that any of you who encounter new and valuable materials get in touch with me or send the information to Mel Nielsen, State Foreign Language Coordinator, Department of Education, Lincoln, Nebraska 68588. We need to keep an up-date list.

B. I issue a challenge to people in French, German and Italian to compile a similar list. Start by reading Seelye's Teaching Culture, below.

A SELECT BIBLIOGRAPHY OF SOURCES ON THE TEACHING OF HISPANIC CULTURE

* useful for classroom activities as well as for instructor

✓useful for instructor mostly

✓✓essential for instructor

*✓✓Seelye, H. Ned. Teaching Culture: Strategies For Foreign Language Educators. Skokie, Ill.: National Textbook Company, 1974. Most comprehensive book on how to research, plan, test. With multiple methods for culture study, good bibliography, lots of classroom materials. Seminal work, thus I quote it out of alphabetical order.

✓Allen, Edward D., and Rebecca M. Valette. Modern Language Classroom Technique: A Handbook. N.Y.: Harcourt, Brace, Jovanovich, 1972. Culture section 245-271, has a few unusual ideas and formats.

*Adams, Nicholson B. The Heritage of Spain. N.Y.: Holt, 1945. Out of print, but still one of most valuable treatments of historical-artistic-political development of Spain. In both English and Spanish, most college libraries have it.

*Alba, Victor. The Horizon Concise History of Mexico. N.Y.: American Heritage, 1953. Beautifully illustrated, exciting reading. (Also see Marett.)

*Brady, Agnes, M., and Margarita Márquez de Moats. La Navidad. Skokie, Illinois: National Textbook Company, 1974. International in scope; useful customs, songs, etc. Origins of some customs.

*✓✓Bourque, Jane, et al. The Spanish Teenager. Detroit: Advancement Press of America (P.O. Box 07300, Detroit, Michigan 48207), 1972. By topic: entertainments, family, education, attitudes. A gold mine. Also have one on France.

✓Campa, Arthur L. Teaching Hispanic Culture Through Folklore. ERIC document [illegible] 031 978. Use of refrains, songs, etc., as cultural source.

✓Christian, Chester C., Jr. "Literary Representation and Sociological Analysis: Social Class in Latin America." Dissertation 1967, on microfilm. Upper-level and college. Anthropological treatment of modern major works of literature and their depictions of certain cultural aspects. Invaluable for teacher who wishes to use literature as a source of cultural input.

*Clapper, William O., ed. ACTFL-FLAM (Foreign Language Association of Missouri) Workshop on Teaching Culture. Jefferson City, Missouri: Missouri Dept. of Education, 1972. Has a number of mini-dramas.

*Copeland, John G., Ralph Kite and Lynn Sandstedt. Intermediate Spanish: Civilización y cultura. N.Y.: Holt, Rinehart, and Winston, 1977. Part of a 3-volume "modular" college intermediate course, this book can be ordered separately and is probably the best overall cultural reader at this level. Could be used at 3rd, 4th year high school also.

✓Cosío Villegas, Daniel, et al. Historia Mínima De México. Mexico: El Colegio de México, 1974. Also in English as Compact History of Mexico, available through Media Productions, UCLA Latin American Center, Univ. of California, Los Angeles 90024. Inexpensive, excellent study of trends, contributions, cause-effect in development of Mexico.

*Crow, John A. Mexico Today, rev. ed. N.Y. Harper and Row, 1972. All of Crow's work is thoughtful, incisive and interdisciplinary in treatment. Highly readable.

*_____. Spain: The Root And The Flower, rev. ed. N.Y.: Harper and Row, 1975.

*_____. The Epic Of Latin America, rev. ed. N.Y.: Harper and Row, 1971.

*✓de Tullio, Thomas ed. Acculturators For Spanish, Vol I, 1974. ERIC ED 094 572. Situational format; student is exposed to cultural differences via training in "educated guessing" at reasons for differences.

*Delpar, Helen ed. Encyclopedia Of Latin America. N.Y.: McGraw-Hill, 1974. More up-to-date than Véliz, broader topics and therefore not as specific. Recommend both for good coverage; research.

*Foreign Study League Guide To Spain. Skokie, Illinois: National Textbook Company, 1975. Covers culture, history, art, music, literature. Available for all European countries. Generally well-written, inexpensive. Good introduction.

*Gill, Clark C., et al. The Social Scientists Look At Latin America: Six Position Papers. ERIC ED 012 365. (May be listed under Donald Brand.) Super articles on geography, history, politics, sociology, etc., and their relationship to Latin America today.

✓_____, and Catherine Cornbleth. Key Ideas About Latin America, 1967. ERIC ED 013 342. Topical format, excellent source for research ideas in classroom.

✓✓*Gorden, Raymond L. Living In Latin America: A Case Study In Cross-Cultural Communication. Skokie, Ill.: National Textbook Company, 1974. Basic text for understanding cultural difference in general and Latin American life in particular. Excellent coverage of use of house space, money, courtesy, etc.

✓_____. Contrastive Analysis Of Cultural Differences Which Inhibit Communication Between Americans And Colombians, 1968. ERIC ED 023 337. Analysis of his investigative techniques only; of interest to those who plan to do anthropological study of this type.

✓✓*_____. Cross-Cultural Encounter In A Latin American Bank. ERIC ED 040 120. First and best cultural mini-drama to date; tremendous way to start off any class related to cultural study.

✓✓*_____. Initial Immersion In The Foreign Culture. ERIC ED 023 339. A mine of information on traffic, family, names, etc.

*Green, Jerald R. A Gesture Inventory For The Teaching of Spanish. Chicago, Ill: Rand McNally, 1968. ERIC ED 027 791. The only really comprehensive work in this area; excellent for beginning or advanced classes.

✓Grittner, Frank M., ed. Careers, Communication and Culture In Foreign Language Teaching. Selected Papers from the 1974 Central States Conference. Skokie, Ill: National Textbook Co., 1974. Several good articles, including Jenks on doing cross-cultural research, Morrain on classroom dramatics, and Gradisnik on bilingual education.

✓✓*Hatton, R., and Jackson, G. The Bullfight: A Teaching And Study Guide. Detroit: Advancement Press, 1975. Detailed treatment; Advancement also has accompanying posters. Good way to illustrate violently conflicting cultural attitudes. (See address under Bourque.)

✓Jenks, Frederick L. "Mexico's New Generation Speaks Out: Trends in Urban Society." American Foreign Language Teacher, 1, iv (1971), pp. 32-33, 41. Good for recent attitudes, problems.

✓Jones, Earl, and Frances Dean, eds. The Americas And Self-Identification, 1970. ERIC ED 052 100. Articles on Spain, Latin American music, etc.; mixed bag.

✓✓*Ladu, Tora T., et al. Teaching For Cross-Cultural Understanding. ERIC ED 035 335. Excellent description of key concepts in theoretical terms (family, politics, work and leisure, etc.) Also deals with France. Same basic information as What Makes the Spanish Spanish.

✓✓*_____. What Makes The Spanish Spanish (And Their New-World Descendents Different). Detroit: Advancement Press, 1974. Similar to Teaching for Cross-Cultural Understanding, but only about Spain and Latin America (France is omitted). Some topics are slightly different.

✓✓Lafayette, Robert C., ed. The Cultural Revolution In Foreign Language Teaching. Selected Papers from the 1975 Central States Conference. Skokie, Ill.: National Textbook Co., 1975. Very good articles on a wide variety of perspectives and applications of cultural contrasts. Specifically, a good article on "Analyzing Hispanic Culture; Some Implications for Teaching" by Yvonne de Wright.

✓Lamadrid, Enrique E., William E. Bull, Laurel A. Briscoe. Communicating In Spanish, Level One. Boston: Houghton Mifflin, 1974. First-year college text that has culture sketches, gestures, and many contrastive elements. High school text by Bull, Spanish for Communication, has same materials.

*Leal, Luis, Mexico: Civilizaciones Y Culturas, rev. ed. N.Y.: Houghton Mifflin, 1971. Reader with largely historical perspective. Well-written; for 4th year high school or 4th semester college students.

✓✓*Lewald, H. Ernest. Latinoamérica: Sus Culturas Y Sociedades. N.Y.: McGraw-Hill, 1973. Excellent treatment by broad categories, Spanish and Indian contributions, anthropological essays and literary samples. Advanced reader. Highly recommend for teachers of history and politics as well as language.

✓✓*Marett, Robert, Mexico. N.Y.: Walker and Company, 1971. Probably the best history of Mexico in English; goes up past 1968 student riots in Mexico City.

✓✓*Marín, Diego, La Vida Española, 3rd ed. N.Y.: Appleton Century Crofts, 1970. Very good description of contemporary Spanish life (Family, religion, rural vs. urban, etc.) Intermediate-to-advanced reader.

*_____. La Civilización Española, rev. ed. N.Y.: Holt, 1969. Essays on Spain's historical, social and cultural development. Last two chapters deal with modern Spain.

✓Michener, James A. Iberia: Spanish Travels And Reflections. N.Y.: Fawcett World Library, 1969. Widely popular and highly readable insights into unusual "tourist" sights; also rich in cultural information for careful readers.

✓✓*Miller, J. Dale, et. al. Culture Capsules. Has set for USA-MEXICO, USA-FRANCE, USA-SOUTH AMERICA, ANGLO-CHICANO and others. Formerly by Culture Contrasts Company, now being published by Newbury House Publishers. Contrastive: in facing columns, describes attitude or cultural practice in US, then contrasts with the same topic in the other culture. Very valuable information not readily available elsewhere.

*Morain, Genelle, ed. "Teaching Culture" (the working papers of the 1972 ACTFL pre-Conference Workshop). Available through Mel Nielsen, State Dept. of Education Foreign Language Consultant, 233 South 10th Street, Lincoln, NE 68508. Many excellent mini-dramas, culture capsules and assimilators in French, German and Spanish.

✓✓Paz, Octavio. The Labyrinth of Solitude. N.Y.: Grove Press, 1972. (see next item)

✓✓Paz, Octavio. The Other Mexico: Critique Of The Pyramid. N.Y.: Grove, 1973. Written by a Mexican poet and essayist, these two books are probably the best treatments of Mexican culture. They are not easy, and I would recommend them only to instructors or college students. (Also available in Spanish from Fondo de Cultura Económica in Mexico City.)

*Richard, Frederick S. Hispanoamérica Moderna. N.Y.: Harcourt Brace Jovanovich, 1972. Intermediate reader. Organized by region. Gives good general introduction to geography, culture and historical developments.

✓Ruple, Joelyn. "Teaching Cultural Themes Using the Spanish Theatre." Hispania, 48 (1965), pp. 511-516. Excellent demonstration of how to draw cultural themes out of Spanish drama; good model for using other genres.

✓✓*Scott, Joseph Reid. Understanding Spanish-Speaking Cultures, Level One. Hayward, California: Alameda County School Department, 1969. Divided by topics and correlated with several popular textbooks,

this is an excellent companion volume to high school or college beginning texts. It is also a mine of information for the instructor (names, dating, transportation, house structure, etc.)

✓Seelye, H., Ned., ed. A Handbook On Latin America For Teachers: And Annotated Bibliography. ERIC ED 027 797. Annotated, comprehensive bibliography; selected articles on testing, pertinency, etc. Somewhat dated now.

✓_____. ed. Perspectives For Teachers Of Latin American Culture. ERIC ED 047 579. Broadly useful book, varied articles. Approaches several problem areas.

✓✓*_____., and Lawrence J. Day. The Newspaper: Spanish Mini-Culture Unit. Skokie, Ill.: National Textbook Co., 1974. Contains dittomasters of ads, etc., from Spanish-speaking newspapers. Training approach: students gradually learn not only how to read a newspaper in Spanish, but to become "detectives" making educated cultural deductions from them.

✓✓*_____., ed. The Sports Page: Duplicating Master Book. Authored by J. Lawrence Day. Skokie, Illinois: National Textbook Company, 1978.

Same general format as The Newspaper; teacher's guide. Especially useful in beginning and intermediate classes.

✓✓*Snyder, Barbara. Encuentros Culturales: Cross Cultural Mini-Dramas. Skokie, Ill.: National Textbook Company, 1975. Situations with possible explanations for cultural conflict. Student learns to make educated guesses at "best" explanation. Can be done in language lab format. Dramas are in Spanish.

*Symonds, John, et al. Honduras Culture Assimilator. Urbana: University of Illinois, Dept. of Psychology, 1967. Originally a training manual for medical volunteers in Honduras, this book also uses the situational (training) format described above. Excellent cross-cultural insight.

*Tuttle, Harry Grover. "Ir de compras en Espana: A Self-Instructional Unit." Foreign Language Annals, 11 (1978), pp. 173-194. Useful excercise at beginning or intermediate levels, junior high through college. Can be ordered in sets for classroom. Highly recommend this whole issue of FLA; some excellent articles on application and rationale of methods.

✓✓Willems, Emilio. Latin American Culture: An Anthropological Synthesis. N.Y.: Harper & Row, 1975. Brilliant analysis of Latin American cultural history, change and aspirations. Rather technical language, but well worth the effort.

*Veliz, Claudio, ed. Latin America And The Caribbean: A Handbook. N.Y.: Praeger, 1968. Excellent source of all kinds of factual information - agriculture, industry, population, mining, etc.

--Douglas K. Benson
Hastings College